

Transforming Vacant Lots into Environmental Landscapes

(Other sessions under this topic include Landscape Design Lesson)

Mural Design Lesson Plan

Two 2 ½ hour sessions ; One 1 hour session.

Goals

- Expand view of community and water environment.
- Demonstrate visual art through educational programming.

Objectives

- Students will see segments of the WHYY special on the Mural Arts Program (video:1 hour).
- Students will brainstorm ideas for the mural design based on the Urban Water Cycle Curriculum Lessons.
- Students will describe why it is important to illustrate various features, and how they work together in an urban watershed.
- Students will receive basic guidance on drawing. (See glossary).
- Students will learn how to illustrate the following concepts with practice drawing:
 - Precipitation, infiltration, transpiration, respiration, stormwater runoff, transport systems, Schuylkill River, and Delaware Estuary.
- Students will sketch the design, and color in the features of the mural.

Activities for the Lesson

Mural Visits – Students will visit murals in the neighborhood for visual reinforcement of the terms associated with mural design, then begin designing the urban water cycle mural to be painted at the vacant lot.

Glossary of Watershed Project Terms – Mural Design Lesson

Imagination: The process or power of forming a mental image of something that has not been experienced or seen.

Perspective: Any of various techniques for representing three-dimensional objects and depth relationships on a two dimensional surface.

Collaboration: The result of working together as a team.

Presentation: The act of presenting (To bring before the public).

Background: The part of a picture that is farthest from the viewer.

Foreground: The part of a picture that is closest to the viewer.

Middleground: The part of a picture that is between the foreground and middleground.

Lesson Narrative

As you learned in your lesson on natural and urban watersheds, a watershed is the area of land that drains water to a waterway. We all live in a watershed. In Philadelphia, we all live in the Delaware watershed, but within each of our neighborhoods there are smaller watersheds that drain into a particular creek, river or lake. You all live in the Mill Creek watershed.

During this class, you have learned about the history of your watershed, how a natural and urban watershed function differently, how pollution gets into our water and its effects on humans and the ecosystem, and finally you have learned about some landscape design techniques.

This session will focus on taking many of these concepts and putting them together into a mural. A mural is a large painting, often on building walls. A mural can depict anything at all from an individual to a place to a concept.

We will walk you to other murals in your neighborhood and show a video about the Mural Arts program and their mural design process so that you can begin to think about ways to illustrate an urban watershed in a large mural. We will share some basic artistic terms and techniques, and help you practice drawing many of the concepts you have learned in class.

Because murals are often painted on a highly visible wall in neighborhoods, a mural becomes a way to share an important message with all of the community members. In this case, you, the students have a chance to share your new knowledge with all of your neighbors and any others who pass through the neighborhood. Think about including easily recognizable neighborhood features, such as your school, so that residents will quickly understand that the watershed includes their homes, their streets, and their various lots. Remember that many people have never heard of a watershed and it's up to you to demonstrate how your neighborhood, Mill Creek, the Schuylkill and Delaware Rivers and the Delaware Estuary are all part of a whole system called a watershed.

Discussion Questions

WATERSHED

1. Where does your wastewater go after leaving your home? Please name all the places along the route.
2. How does it get there? Describe the process.
3. How can you help keep our water clean?
4. What would you tell your neighbors to do?

MURAL

1. How can you make things look closer and farther away?
2. Name some ways that your group can collaborate together to come up with one mural design.

Materials Needed

Glossary

Pencils

Crayons

Architectural Sketch Paper

Paper (4' x 16') to sketch mural design

Student Assessment

I know that ...

I want to know ...

I learned that ...